

## Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	<b>Standard:</b> RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p><u>Questions to Focus Learning</u></p> <p>How does a reader know an author presents a credible and accurate claim?</p> <p>To verify a claim, a reader must determine if the evidence adequately supports the author's point of view.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know an argument is a conclusion, belief, or claim based on evidence.  I know a claim is an idea or opinion that an author tries to prove or defend in an argument.</p> <p><i>Reasoning Targets</i></p> <p>I can identify the author's argument and specific claims in a text.  I can identify the author's evidence that supports the argument and specific claims in a text.  I can trace the development of the author's argument and specific claims in a text.  I can evaluate an argument critically using criteria based on sufficient support, credibility, balanced position (objectivity), logical reasoning, and clear language.  I can evaluate the author's use of evidence and its credibility in supporting the author's claim.</p>

Vocabulary

argument  
balanced position (objectivity)  
bias  
claim  
clear language  
credibility  
distinguish  
evaluate  
fact  
fallacy  
generalization  
logical reasoning  
opinion

Teacher Tips

[Strategy Lesson RI.6.8](#) - Students use questioning to analyze an argument and specific claims within a text.  
[Trick or Truth: Recognizing the Hottest Trends in Advertising](#) - Students will study commercials and advertising techniques, will work in groups to select different types of ads from magazines, and make a collage to illustrate one of the ten techniques advertisers use.

	<p><u>Vertical Progression</u></p> <p>RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.1.8 - Identify the reasons an author gives to support points in a text.</p> <p>RI.2.8 - Describe how reasons support specific points the author makes in a text.</p> <p>RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.11-12.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.6.8](#)